

## COMMISSION SEES CRISIS DEVELOPING FROM TECHNOLOGY

By Alex Makowski

Describing an overall MIT responsibility to face up to the modern crisis of technology, the Commission on Education this morning released its preliminary report.

Because of this interim status, the report does not consider such specifics as tenure or certification and grading. Rather, the Commission provides directions the community can explore for solutions.

The nature of this technological crisis demands that MIT remain science oriented: "In calling for a renewal of MIT's structure and goals, we begin from the premise that the Institute should maintain its historic commitment to excellence in all the main fields of science and technology."

Science alone, however, will not provide all the solutions.

Technological applications must be seasoned by an understanding for the human factors involved; humanities and social sciences merit a fundamental role in an Institute dedicated in part to the solution of society's problems. Only by successfully integrating his technical skill with a comprehension of the consequences of his work can a scientist become a responsible professional.

### Fundamental purpose

Yet this discussion of the role MIT can play in meeting the technological crisis must not overshadow the need to re-emphasize MIT's fundamental purpose; we must restore "education in its broadest sense, especially undergraduate education, to the center of (our) institutional commitment."

### Internal changes

Specifically, the Commission continues, the faculty must recognize their responsibility to develop students capable of drawing together knowledge of different technical fields and joining it with their humanities background to produce a unified whole. To this end, the Commis-

sion proposed the establishment of a separate administrative authority for the freshman and sophomore years. This First Division would draw on faculty from all departments; "such a change would facilitate the planning, staffing, and coordinated operation of subject offerings in the core disciplines, particularly with respect to the articulation of content and the development of greater coherence and unity."

### Governance

The other major structural change offered relates to governance. As a means for both building trust among the various factions of the community and facilitating the ready dissemination of information and opinions, the Commission advocated the establishment of an Institute Council. Comprised of representatives from all segments of the community, including staff, alumni, and the Cambridge government, the council would serve as a responsible forum for debate on significant issues and an advisory group to the appropriate decision-making body.

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Former Cambridge City Manager James Sullivan addresses a seminar at the Urban Systems Lab Thursday night. Sullivan is organizing an effort to fight unemployment in Lowell, Mass., where he is now City Manager.

Photo by Dave Vogel

## MIT plans discipline against the BSU 28

By Harvey Baker

The MIT Administration, according to usually reliable sources, has presented Professor Thomas Sheridan, Chairman of the Discipline Committee, with formal charges to be brought against 28 members of the Black Student Union, who participated in a Faculty Club sit-in a week ago Saturday.

The exact charges to be brought are unknown, but it is thought that they essentially reflect the Administration's feeling that the black students were present without right at the Faculty Club on that Saturday evening, and disrupted what would have been a normal Institute function, a party in that Club.

The students were protesting what they and the MITSDS claim are the racist employment and wage practices of Faculty Club manager, William Morrison. The sit-in was non-violent and was voluntarily ended after a few hours. The students were warned in a letter last week that they were liable to be charged and brought before the Discipline Committee.

Reportedly, there was substantial faculty support for the bringing of formal charges, though some members of the Administration were opposed to the idea, and preferred that the matter be settled informally.

The students involved have not yet been informed of the charges to be brought against them, as the procedure of the Discipline Committee calls for the aggrieved party, (in this case the Administration), to inform the Dean for Student Affairs (J. Daniel Nyhart) of its intent first, and for the Dean to communicate this to the Chairman of the Discipline Committee (Sheridan). This was done yesterday.

Upon receipt of this document from the Dean, the Chairman of the Committee has two options. He can convene the Discipline Committee on his own initiative to consider immediate dismissal of the charges (this option is still open), or he can otherwise send letters to each of the students to be charged, informing them of the charges, and requesting a response. Students have ten class days to reply.

Upon learning of MIT's intent in the matter, Wells Eddleman, UAP, and Andy Mermell '72, a student member of the Discipline Committee, immediately drafted a motion to be presented at the next General Assembly

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## Minor White examines 'Be-ing without clothes'

By Lee Giguere

"I look at this exhibition as a starting point — the show I had envisioned might be able to be done in three to five years."

Minor White, Professor of Architecture, discussed "Be-ing without clothes" Thursday night in the Hayden Gallery. The exhibition consisted of a collection of photographed nudes.

"I let a show grow out of what I saw," White said, noting that he had examined 11,000 images. The exhibit he explained, was not very well organized, in fact he termed it just "pictures in groups."

### 'Be-ing'

In the exhibition White had hoped to examine what the word "being" might mean to photographers, but admitted that he had seen few examples of what he had thought the word meant.

White continued, saying that there were more images in the show than he normally would have chosen because he felt a need to see what photographers are doing with the theme.

By "Be-ing without clothes," White means the "ideal form in camerawork," set parallel to the ideal form in art.

Contrasting photography with other art forms, he argued that only in photography is it possible for thought to suffuse "the entire human nude." The photographer himself can generate any "thought" he wishes to in his model, manifesting it through position, lighting and gesture, but the "thought" he emphasized, must "suffuse the model."

### Enliven the model

Unlike a painter or sculptor, the photographer cannot supply life to his model as he creates his work, he must "bring the model herself to life." Working together in this way, the artist and his model generate an enormous

amount of energy which may be expressed through intercourse — but this energy can also be used to prolong the thought being photographed.

### 'Fat woman'

White refrained, in general, from making remarks about specific photographs. The one he did choose to comment on was the "fat woman." At first he said, "she appalled me," adding that she was "not fitted to my idea of ideal beauty in any form." Later, he began to feel it was "drawing our psychological problems to it." Something ugly was being photographed, he said, and the act of photographing it sanctified it, so that its humanity was expressed in the photography making it beautiful.



Hundreds of students gathered Thursday evening to hear Minor White discuss his photographic exhibition "Be-ing without Clothes." The scene of the exhibition, Hayden Gallery, was packed as this photo shows; some students were unable to get in.

Photo by Red VanDerson

## 1950 report asked reform

By Lee Giguere

Twenty years ago, MIT undertook a major examination of its educational policy.

The five member Lewis Commission worked for two years in an effort to produce guidelines for an Institute that had just undergone immense war-time expansion, and the faculty spent an additional year in secret consideration of the report before it was finally released in 1950.

Among its major points were: a warning that the Institute might appear to have "the development of war weapons" as its "primary mission;" recommendations for the establishment of a School of Humanities of equal stature with the technical schools and the creation of the Committee on Educational Policy to oversee undergraduate education; concern over the heavy work load placed upon students; and a warning against over-expansion.

The report opens with a review of founder William Barton Rogers' educational philosophy, judged by the Commission to be sound. Rogers had founded MIT to meet the needs of the emerging industrial society of the 1860's. He emphasized "the educational value of useful knowledge," "learning by doing," and "professional education at the undergraduate level." Rogers' concept, as the Lewis Commission saw it, asserted the importance of general as well as professional education at the undergraduate level. In fact the Commission called the general education goal the primary one in the first four years.

Further, they re-asserted the principle of limited objectives. MIT, rather than undergoing "mere expansion" should withdraw from "activities that no longer serve a useful purpose." The report also warned against over-expansion and the growing

pre-eminence of graduate over undergraduate education.

### Source of leaders

In a careful examination of undergraduate professional education, they re-affirmed the advantages of a four-year undergraduate professional program. Such an education would serve not only to prepare future engineers and scientists, but would also be a fertile source of new leaders for a technological society.

The Commission recognized the weakness of the Institute in the field of Humanities and called for an increase of the requirement from eight to ten term-subjects as well as the "arrangement of subject sequences to insure better training in depth as well as breadth."

### Subjects of instruction

Considering the load of MIT students, the Lewis Commission concluded that the pressures on

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# Christmas Ideas



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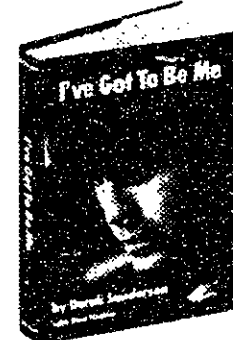
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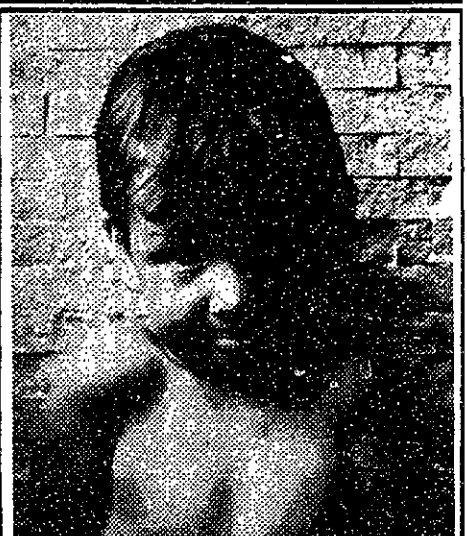
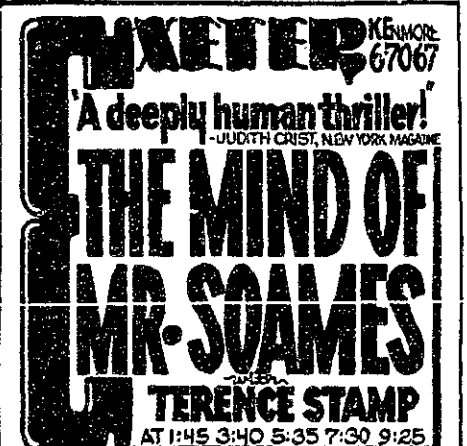
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## MIT TO CHARGE 28 BLACKS WHO WERE AT SIT-IN

(Continued from page 1)  
meeting which opposes the Administration action on two grounds.

First, it says, the sit-in "was an orderly, non-violent protest of real grievances which have long been delayed in resolution"; secondly, the motion claims that "the Faculty Club is a separate corporation, not part of MIT, thus making discipline an intervention by MIT on the side of the Faculty Club management."

Finally, the motion adds that in the event of a Discipline Committee hearing, "the General Assembly will grant leaves of absence to its regular representatives on the Discipline Committee for the duration of these cases; and in their stead the GA will appoint black students recommended by the Black Student Union and the Nominations Committee." It is the sense of the signers of this motion that a trial of this nature before an all-white discipline committee would be "a gross injustice and a violation of the right to trial by a jury of one's peers."



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# 1969: 'we need an overview' Document attracts reserved response

The preliminary report of the MIT Commission on Education is the latest in a series of examinations of the Institute begun as far back as twenty years ago, and its release culminates a great deal of agitation on the part of faculty and students of MIT toward a re-examination of the Institute.

It is both impossible and incorrect to cite a few specific incidents as solely responsible for pushing President Howard Johnson into establishing this Commission, however. Rather, these incidents underlined the need for a broad study.

Earlier MIT sponsored two comprehensive reviews of Institute policy; the Commission on Educational Survey (Lewis Commission) two decades ago, a broad study similar in subject

matter to the current investigation, and the Committee on Curriculum Content Planning (CCCCP), established early in the sixties to consider the quality of education.

The 1968-69 school year was filled with various suggestions for both educational and institutional reform. After taking a close look at the core requirements, the CEP recommended loosening the lab requirement and eliminating the chemistry stricture. Led by Mike Albert, an Ad Hoc Committee for Change demanded an end to formal grading and required courses altogether. Plans were made for two experimental freshman year programs: The Educational Study Group and the Unified Science Study Plan. Philosophy professor John Graves and James

Smith '70 made a joint appeal for a Bachelor of Arts degree.

On non-educational fronts, twenty students, led again by Mike Albert, pressed for open faculty meetings. And during that winter concerned graduate students formed the Science Action Co-ordinating Committee. SACC would later demand an end to all MIT war-related research. Perhaps many of the faculty shared the sentiment of then faculty chairman Walter Rosenblith when he commented late in the spring that "we have been doing things piecemeal for some time now. We need an overview..."

## Groundwork

Over the summer, 1969, a planning committee worked to lay the groundwork for the future commission. They suggested a three part charge: 1) "reconsider and reformulate the goals of the Institute in its commitment to knowledge and its relation to society;" 2) "re-examine the principles and methods of education, research, and administration which have evolved at the Institute;" and 3) "propose such modifications in the Institute's environment and self-regulating arrangements as may be necessary..."

Ultimately comprised of eight faculty members and four students, the Commission began its deliberations in October, 1969. To more effectively handle the testimony and opinions preferred by more than 150 people, the Commission divided into subgroups and recruited community members to assist in research and preparing reports.

## Rough drafts

Late last spring the subgroups began submitting individual preliminary reports. These documents were joined into early drafts of the overall report, with several rough drafts required before the final report was agreed on. Prof. Kenneth Hoffman XVIII was responsible for most of the wording in the final draft.

(Editor's note: Obviously, the people interviewed below were not drawn in a random sampling. Rather, The Tech contacted three members of the community who have had the opportunity to consider the report carefully over the past weeks.)

## Ted Martin

Faculty chairman Ted Martin found the report offering a "great deal of thought, a great deal of insight." The faculty/student Committee on Educational Policy (CEP) has been considering the general nature of the report for two weeks now. Martin characterized the CEP opinion of the report as "a basis for a very sound discussion, but emphasized that his committee is not yet ready to consider endorsing either all or part of the document.

## Ben Snyder

Ben Snyder, Dean for Institute Relations, was cautious about the Commission's two structural suggestions — the First Division and the Institute Council. Both, he argued, must be spelled out in fuller detail by the community before their worth can be determined. For example, should senior faculty members dissociate themselves from the First Division, undergraduate education may fall to second-class status. Similarly, unless the Council is treated as more than just everyone saying what they

want to, unless informed people feel they may find there a forum to present their views, MIT is unlikely to profit.

Snyder labelled as the Commission's "most serious oversight" the failure to discuss various aspects of the presence at MIT of blacks and other minority groups. This minority problem, he explained, is something MIT will be wrestling with for the next ten years; failure to include it marks an insularity, a refusal to work with a real world problem.

## George Flynn

The Tech asked George Flynn, student CEP member, to discuss possible student reaction to the report. He predicted general disinterest: "most students are worried about the reward system of grades and degrees, which isn't covered." The Institute Council proposal, he forecast, would only grab the attention of students already involved with student politics or faculty committees — "they may accept it as more useful than the General Assembly."

As for his own reactions, Flynn faulted the report for not investing the "underlying power relationships" among the various factions of the MIT community, and suggested that the entire report might be "more documentary than forward looking."

In addition to Professor Kenneth Hoffman, Chairman, the seven other faculty members of the commission include Samuel W. Bodman III, Associate Professor of Chemical Engineering; Daniel S. Kemp, Associate Professor of Chemistry; Erik L. Mollo-Christensen, Professor of Meteorology; Louis D. Smullin, Professor and Head of the Department of Electrical Engineering; Arthur R. Steinberg, Associate Professor of Humanities; Lester Thurow, Professor of Management and Economics; and Shiela B. Widnall, Associate Professor of Aeronautics and Astronautics.

Student members included O. William Lever, Jr., a graduate student in chemistry from Columbia, S. C.; Charles E. Mann, a junior in economics from Encino, California; Marvin A. Sirbu, Jr., a graduate student in electrical engineering from Hollywood, California; and Laurence Storch, a senior in civil engineering from Maplewood, N. J.

## Minority report cites need for more depth

### By David Searls

A minority view submitted by Professor Arthur Steinberg of the Humanities Department takes issue with the newly published Report of the Commission on MIT Education in several areas.

Released in the same volume as the Commission's Report, Steinberg's views generally cover the gamut of the report in expressing a concern for its "compromised solutions" and problems that "the Commission should have addressed but didn't." Included in the 25 pages of the minority report are views on Education at MIT; Research and Public Service; and Governance, the Financial Crisis, and Personal Responsibility.

### Wholly inadequate

"I can agree with the way the Commission has formulated some of these issues," begins Steinberg, "but all too frequently I find that the analysis does not go deeply enough into the underlying causes of the problems and that the solutions proposed are wholly inadequate."

Addressing the need for a major revamping of MIT's educational policies, Steinberg expresses a belief that many of our society's ills are "the product of our high technology run rampant — misused and misguided by people trained at MIT and similar institutions... (MIT) educates the managers of our technocracy; but can we responsibly continue to educate only a technological elite?"

### Supermarket

Prof. Steinberg takes issue with the Commission's characterization of the first two undergraduate years as "no more than a 'supermarket' in which students wander aimlessly."

"In what supermarket is so much of the purchasing required?" he asks. "Rather, one might argue that our students are still too constrained; that they choose from too narrow a range of science, and even humanities, subjects;... that the failure of the first two years is intellectual and not structural..." Seeing the Commission's First Division recommendations as "too small a step," Steinberg calls for "a greater flexibility of styles within (the) common core, coupled with far more careful individual counseling for our students."

Prof. Steinberg also suggests means for eliminating what he sees as the unnecessary dichotomy of the "professional" and "liberal" education at MIT.

"... We should concentrate on mitigating departmental control of so much of the undergraduate's life... We need a

system of programs that cut across departmental lines at all levels..."

With respect to Research and Public Service, Steinberg calls for a "humanization" at all levels of the Institute, (asking, "What can we do for the overspecialized?"), and proposes that all research be carefully scrutinized "by means of a large committee of faculty and students who will attempt to understand and discuss research projects at length with the project supervisors." Recognizing the problem of funding, especially in light of proposals for more social responsibility, etc., he expresses the belief that "we must fund ourselves some important research until — and if — we can help redirect governmental and industrial priorities."

### Closed corporation

In confronting the issue of governance, Steinberg attacks the "continuing policy of paternalism" toward students, charging that "the report does not look at the issues in a way sympathetic to the rights and needs of students." Advocating a democratizing of the university, he believes that "warnings about how awkward and time-consuming such political activity is, how deeply the campus becomes politicized, how crippled the university becomes, how inexpedient and inefficient democracy is for running a tight business, etc." should be considered problems more of the university as a closed corporation than as a free forum for the exchange of knowledge.

He goes on to say that "we need several people in charge of different sectors of the Institute: education, research, maintenance, outside relations, etc. Probably the division of the immensely taxing office of president into several areas (each having its own advisory councils and top managers) would be sounder in the long run."

### Tenure

Steinberg also attacks the institution of tenure as an "artificial and invidious measure."

"Should junior faculty members not have more to say about their own fate? Are they to spend so much of their allegedly most productive time writing research proposals in order to save their own necks?"

In concluding his minority report, Steinberg cites a drop in MIT's "yield" of accepted students who register, as well as a nationwide decline in enrollment in engineering, and expresses his hope that MIT will become more than "a high quality vocational school for the training of competent technicians..."

## Report sees modern crisis

(Continued from page 1)

The Commission refused to attempt to resolve the various controversies that have surrounded MIT's research policy over the past two years. The subject, explained student member Charles Mann, encompasses too wide an area of issues and involves too much detail that would be inappropriate for an interim report. The Commission did re-emphasize the Lewis Commission warning against too heavy a dependence on outside funds and urged the faculty not to abdicate their responsibility to set research policy.

### Minority view

One Commission member refused to sign the report; Humanities professor Arthur Steinberg submitted his own analysis and recommendations. Generally, the minority view chides the Commission for "compromised solutions" and avoiding problems that deserved consideration. Calling the First Division proposal "too small a step," Steinberg advocates instead more flexibility coupled with stronger individual counseling for students, plus a greater emphasis on inter-departmental programs. Other sections of his report criticize tenure and MIT's "continuing policy of paternalism" toward students. On research, Steinberg suggests that it may be necessary "to fund ourselves some important research until — and if — we can help redirect governmental and industrial priorities."

And Larry Storch, while signing the report, insisted on qualifying his approval. He submitted that the Commission had not fulfilled its charge — "we have hardly said enough" — and listed a dozen topics for consideration. Asked for an explanation, other Commission members noted that time constraints and the interim nature of the report prevented the detailed analysis Storch suggested. All twelve subjects were discussed, but the Commission opted to avoid commenting on them now. They will, promised Hoffman, be taken up again in the coming months.

### Judicial procedures

One important section was missing from the report; difficulty in reaching in a consensus forced the task force on judicial procedures to delay submitting their opinion. The Commission staff speculated that their report would be available by Christmas.

Commission members stressed that this report is only preliminary. By presenting a summary of their feelings well ahead of the date specified in their charge, they hope to both participate in and draw feedback from discussion of other alternatives and attempts to implement their proposals.

### No prediction

Shrugging off media attempts to force a prediction of what effect their proposals will have, Commission member Lester Thurow replied, "You can imagine appointing a commission of the most exalted personalities at MIT, which would have prestige

just because of who they are. If you look at the composition of this commission, most of us are not of that character: our ideas are going to have to float on their own weight; they're not going to float just because Lester Thurow or any of the other eleven or twelve people say they ought to float." Chairman Ken Hoffman added that the ideas would gain weight from the support of so diverse a body as the Commission.

### 15,000 copies

It is too early now to properly gauge the community response to the report. Commission members are aiming at the widest possible distribution; yesterday MIT mailed out the first of a total of 15,000 copies, including one to every student and faculty member.

Different levels of the MIT bureaucracy have already laid plans for their own treatment of the report. The Committee on Educational Policy has had the report for two weeks now; the CEP will soon begin a careful consideration of the First Division proposal and suggestions for restructuring the CEP itself. No official action will be taken, predicted Chairman Ted Martin, until after Christmas. Last Wednesday night the Student Committee on Educational Policy formed a subgroup to undertake a detailed study of the Commission findings. And the report does request specific action from the Corporation itself; the Executive Committee will conduct its own examination.

# Commission Report

By Alex Makowski

Only a balanced analysis can do justice to the newly released report of the MIT Commission on Education. Superb would well describe its overall view of technology and education, but it lacks much of the specific advice needed for improving MIT.

For readers accustomed to *Institute Report's* and occasional CEP statements, "Creative Renewal in a time of Crisis" comes on as an impressive document. The analysis of shortcomings in modern technology is both moving and brilliant; the call for a new campus environment encouraging a truly integrated education should strike a responsive chord in many students and faculty.

Recent fashion has stressed the need for "scientists with a conscience." Our gradually awakening society reacts with horror to the all too visible environmental deterioration. Only the efforts of a new corps of scientists heedful of the consequences of their work can stem the rising tide of decay.

## Compelling argument

The Commission's most compelling argument, though, concerns education. For many years, the MIT pattern for undergraduate education has been exposure to a succession of experts. The underclassmen were expected to assimilate the various disciplines and, on their own amidst a host of narrow professional specialists, integrate them to form a unified educational background.

Foolish, judged the Commission. Within a system that rewards technical expertise and confronted by so many examples of professors dedicated to their own special fiends, students were bound to mature intellectually into narrow professionals. The solution is a climate emphasizing an integrated education. The report's most valuable contribution, then, is this new direction for undergraduate education.

## Structural improvements

But when the community begins to discuss structural changes and improvements, it will find the Commission report lacking. Valuable suggestions are there, of course, but many faculty and students will search in vain for a substantial treatment of subjects they deem important.

● *Too much is missing.* The Commission defends itself

against the omission charge with two arguments: their time constraint prohibited consideration of many details, and the report's interim nature precludes the prescription of final solutions. Granted, time was short, and preliminary reports should stress guidelines, not hard and fast answers. But on too many important issues even guidelines are lacking.

Consider certification, the dispute over required courses, grading, and the degree. To judge this question unimportant demonstrates a callous disregard for students struggling with courses they don't really enjoy solely to fulfill departmental or Institute requirements. Yet a committee formed to examine the certification issue would be starting from scratch — there is little direction offered in the report.

## Tenure

Tenure and the selection of faculty provide another example. Perhaps a process could be inferred from the Commission's discussion of education, but no specific help is provided. As Steinberg's minority report demands, "is this artificial and invidious measure a reasonable criterion for admitting faculty to decision-making councils?"

A final case involves academic freedom and war research. This question sparked an often acrimonious debate over the past few years, but again the Commission is vague. If half a dozen faculty members contract to do a weapons project in their building eleven lab, does the rest of the community have a right to step in and say no? This is a specific application of what, in these times, should be a fundamental principle; the Commission provides only conflicting criterion.

## Taken for granted

● *Too much is taken for granted.* The last item such a report as this should provide is undefended assumptions. Any basic principles presented should be justified for those readers who may disagree.

Perhaps the report's most striking example concerns its judgment of what contributes to quality or desirability in a faculty member. Almost parenthetically, in a discussion of First Division specifications, the report notes that faculty members should spend at least half their time on research.

5.71 this term is taught to half a dozen students by a professor who spends much of his time experimenting. The classes profit from the connection he draws between their theoretical discussions and his own lab work. 5.71 is a graduate chemistry course in thermodynamics. The PANIC sequence for introductory physics, on the other hand, was developed by an MIT faculty member who spends very little time in the lab. PANIC has been so successful here that other schools have adopted it for experiment.

## Arguments missing

In fact, it would seem that the faculty the Commission suggests for teaching general courses (Please turn to page 7).

By Harvey Baker

*"I dreamed I saw Joe Hill last night,  
Alive as you or me.  
Says I, 'But, Joe,  
you're ten years dead.'  
'I never died,' said he.*

Fifty-five years ago, on November 20, 1915, Joe Hill, the Wobblie's Troubadour, the Hobo Poet, was executed by the State and People of Utah in a classic display of American justice.

When Joe died, his last words were, "Don't mourn for me, organize." The International Workers of the World, or Wobblies as they were called, took Hill's words to heart, and used his death as a rallying point for others. In death, perhaps Joe Hill served the cause and people he loved so well as much as he could have it he had lived.

Hill was convicted for the murder of a grocer, J. C. Morrison, whom, in all probability, he had never even met. Joe, however, was what Governor Spry of Utah termed one of the "lawless element" and was "an incendiary street speaker." He was convicted on flimsy, circumstantial evidence, not because he was a murderer, but because he was an active Socialist. Spry, however, was bought off by Utah's big copper interests, who wanted Hill out of the way.

Despite two personal pleas for clemency from the President of the United States, Woodrow Wilson, Spry refused to grant more than one temporary two-week stay of execution. Hill was shot at sunrise. Thus did Joe Hill become one of the first victims of political repression in twentieth century America.

And yet, the Socialists did not lose faith in the people of America. Instead, they immortalized Joe Hill in song, and said that Joe Hill lived still. They stepped up their efforts to keep America out of the war (World War I), to fight unemployment, to better working conditions, to get higher wages, to nationalize the large industries, and to promote increased social welfare. Joe Hill, they said, was still alive.

They failed. The IWW (which stood for "I Won't Work," the monied interests claimed) could not keep America out of war, they allowed chauvinists to grab the limelight, the unemployment problem was solved by World War I, and big business flourished in the twenties.

Today, Joe Hill is remembered. New leftists quote him, Joan Baez sang about him at Woodstock, and his brand of song is carried on through Woodie and Arlo Guthrie, and Pete Seeger. Joe Hill is alive, they tell us.

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# Joe Hill : 1879-1915

The war goes on in Viet Nam, in Cambodia, in Laos, in Thailand. Private business interests unconcernedly pollute our air and water. Unemployment is at 5.6%. There is no national system of welfare. Social Security is a joke. Tax laws favor the rich. Courts and juries are bought by powerful interests, including the big, conservative unions. Inflation is running at a record pace. Sixteen years after a Supreme Court decision, Southern schools are still not all desegregated. Nixon and Agnew are in the

White House. Father Berrigan is in jail.

Congress votes itself a pay raise, while refusing to support publicly owned power plants in New England, where the electric companies are gouging the populace with the highest rates in the country. Police powers grow, and Congress passes no-knock and prevention detention "anti-crime" laws, while the biggest crimes of all, war crimes, are being plotted in the nation's capital.

Joe Hill is dead.

# Letters to The Tech

## WEAPONS

To the Editor:

On the marking copy of Friday's *The Tech* I note several staffers endorsed the editorial on "D-Labs Divestment" as a fine one. In terms of knocking the GA (a dead horse) this is true, but the editorial misses the point of the motion it excoriates.

The motion was on *weapons research* and ULMS, and it was directed mainly to the MIT Corporation. The reasons the D-Labs were dragged into it are 1) MIT is signing all their contracts until they are fully divested, and 2) their contract acquisition procedures neatly illustrate the problem of information on war-related contracts. Before a contract is taken, there is no publicity as to its purpose; after it is taken and (perhaps) announced, "MIT will honor its commitments," which means there is no chance of changing the situation.

What the motion asks is that, before a weapons-related contract is signed by MIT (not by D-Labs), sufficient information on the contract proposal be released by MIT to let community members intelligently judge the contract's appropriateness. If contract review is really being done, this is not a difficult request to meet in terms of available information.

One should also note that the GA defines "weapons contract" somewhat differently than does the Administration of MIT: To the GA, a contract that is purposely relevant to, or applicable to a weapon, operational or future, is a weapons contract (cf. the ULMS contract).

The General Assembly has many problems, but it is not so stupid as *The Tech* has portrayed it. It certainly does not aid our efforts to get some information on proposed MIT contracts before the community to be so unfairly attacked. (For example, I would not suggest that the editors of *The Tech* are ignorant for misinterpreting a motion — which they didn't see

discussed, as far as I know.)

Finally, I agree with the editorial that disclosure of weapons contracts might provoke a bad reaction and thus imperil the contracts. But that's exactly the point — should we be doing research that engenders such strong opposition, without giving the possible opposition a chance to make its view of proposed contracts known before MIT commits itself to them?

Divestedly yours,  
Wells Eddleman

## MORALITY

To the Editor:

I am utterly fascinated by Professor Katz' letter to *The Tech* (Friday, November 6, 1970).

It is apparent to me that his letter implies that murder, if committed for altruistic reasons, should go unpunished. It is apparent that no form of individual action, providing the motives of the individual are beyond reproach, should be penalized. In fact, Professor Katz acknowledges he has no idea how to punish petty thievery, if at all. Really!

My problems are these:

(1) How can there be other than anarchy if we do not have reasonable rules to which all members of the community must adhere?

(2) Who is the omniscient one to determine that an action is morally justified or committed without forethought — which latter is the greater sin, I gather from Professor Katz.

For better or worse, each member of this community has a responsibility to it — a responsibility that implies an occasional submerging of personal inclinations. Professor Katz' letter completely evades the issue at hand — whether or not (in this community) violence of any sort should be condoned. To imply that it should be — under certain or any circumstances — is the zenith of irresponsibility.

Kenneth S. Brock  
Director, MIT Alumni Fund

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# entertainment

film: 'The Twelve Chairs', at the Astor Theatre  
'Flap!', at the Savoy  
concerts: Jaime Brockett: a Jay Pollack special  
recording: Captain Beefheart, Buddy and the Jrs., Sly's Greatest Hits and British Blues Archives

concerts:

## Jaime Brockett

By Jay Pollack

Jaime Brockett played for a bunch of his friends last Saturday night. He doesn't ever play for anybody else. But everybody at Jordan Hall on Saturday was definitely his friend, at least at the end of the show.

The music, by itself, was really nothing special. He has a nice, soft voice and plays guitar well and Tony Rubino, his accompanist was good, but anybody can be just good. What made this concert different was the warmth and feeling which Jaime gives to each song. The quiet songs are delicate and beautiful and the stronger songs carried themselves ably. The most exciting was his version of "All Along The Watchtower/Who Do You Love?" which built up considerable tension during a long guitar solo. It's a lot easier to do your songs well, because you have the feelings that helped create the song. But to be able to do other people's material is a lot harder. You have to supply the feeling to a song which is already there. This is where Jaime is so good. He did fine renditions of "Just Like Tom Thumb's Blues," "The Last Thing On My Mind" and a host of others, in addition to a few of

his own numbers.

In the meantime, he was maintaining a conversation with the audience. This hard to do in a place as large as Jordan Hall, but he chatted closely to everybody and compared the hall to a bus locker. He got the audience to join him on a couple of songs and after a time he would stop singing and you could hear the eight-part harmonies the audience had worked up. When the song was over, he applauded the audience. It was just like being in his living room, only with dozens of organ pipes imbedded in the wall and the organ hiding under the floor. But nobody seemed to notice the difference.

After his last number, the audience screamed for him to do "U.S.S. Titanic" for an encore, but he apologized profusely for not doing it and let the audience sing one instead. When they finished, he thanked everybody and walked off. Five minutes later, he walked out into the applause and said he wasn't allowed to do another number but he really did appreciate the response. Everyone had to be satisfied with what they had heard. It is hard to imagine anybody not being satisfied.

on film:

## The Twelve Chairs

By Nakir Minazian

On Friday night, *The Twelve Chairs* opened at the Astor theater and despite several lapses in style, it is a pure joy to watch. Well written and superbly acted in by Mel Brooks, *The Producers* writer and the "Two-thousand year old man") *The Twelve Chairs* is a very funny and a very fun film.

Ron Moody plays the once proud and ever bumbling ex-nobleman, displaced by the Russian Revolution from his manor. He squanders all of his wealth that is left and lives in a small villa with his mother, working in a local governmental position. On her death bed, his mother tells how she had sewed her jewels in the cushion of one of the twelve chairs in their old dining room set, made by "Christopher Hamm of London." He immediately sets off in quest of them.

The manor, he finds, has been turned into an old folks home but his loyal servant Tikon, lovingly played by Brooks, is still there. As the poor and loyally dumb servant, Brooks steals the film. He delivers his own lines with perfection as a man who

truly knows how to write and act for himself. The major regret is that he appears for only a short but unforgettable portion of the film.

Tikon has been befriended by a wandering adventurer, a young tall and sharp witted traveling man played by Frank Langella. He is first seen swindling people by pretending to be a one-eyed beggar, next is seen with a married man's wife when the husband is home, and finally gets into the plot by befriending Tikon and meeting Count Voravienov when he shows up. He goes in partners by forcing himself in and the chase for the chairs is on. When they go to find the first chair, left in the manor, they find that they have a competitor, the local parish

priest who took the Count's mother's confession before she died. He is played, sometimes overplayed, by Dom DeLuise.

At times, DeLuise gets a little too slapstick, and if you don't like him, a little sickening, but at times, he comes across brilliantly as a not-so-holy, habitual priest, praying, it seems, out of habit for some not-so-holy favors.

In general if you are willing to let yourself loose from tightly structured, deep feeling films, *The Twelve Chairs* can be one of the most entertaining evenings ever spent. The only distasteful part was the ending, a very sad one at that, at which the audience laughed. If you see it, please don't laugh at the ending, it's the only part that's not meant to be funny.

## 'Flap!'

By Yee Wah Chin

"Flap" is an extremely enjoyable, humorous film having to do with a timely subject, but it is by no means any vehicle for social reform. It is just for fun.

Based on *Nobody Loves a Drunken Indian* by Clair Hufaker, it is the chronicle of the revolution of Flapping Eagle (Flap), and his four cohorts, among whom number an expert on old Indian treaties.

The center of the film is, obviously, Flap, portrayed perfectly by Anthony Quinn in a baseball cap and a sweatshirt. Everything else is more or less incidental. It is Flap drunk who decides to stop the construction work; it is Flap sober who plans the train-napping; and it is Flap who leads the march on Phoenix. He is a character.

The motivation for Flap's actions is the plight of the American Indian. This plight is shown in little ways in the film. The newspaper editor rejects any story submitted by Flap and company presenting the Indian point of view or any viewpoint

other than the accepted stereotype. In searching for Flap after his confrontation with Rafferty, a half-breed police sergeant, a helicopter lands near an Indian hut, blowing half the roof away. Upon alighting, the officer mentions, "Sorry about that roof." After Flap is fatally shot, a nurse looking out a hospital window remarks, "Oh, some Indian got shot; he was making a fuss over something or other." The gray shots of the Indian town, the facts mentioned in the course of the film, all emphasize the situation.

However, the film doesn't deal very seriously with the plight of the Indian. It doesn't point out aspects of the problem very forcefully. Above all, it is a very well-done comedy around one character. It is the man Flap and his exploits that concern it.

To see the film is to have almost two hours of fun. Sir Carol Reed's direction settles down from a somewhat choppy start to a comfortable pace which carries the audience along with Flap's revolution.

## plastic: On Record:

*Lick My Decals Off Baby* — Captain Beefheart and the Magic Band (Straight/Reprise)

This music is not for everyone. Many would find it very offensive. You can't dance to it. The beat is often hard to follow. Sometimes there is more than one beat at a time. The harmonies between the instruments are not your usual 1-3-5 chords. Captain Beefheart makes heavy use of dischordance and atonality. A lot of songs may sound depressing when they are not really. And Beefheart's voice is something else again. His bass range is unequalled. Add up these qualities and you do not exactly have a chartbuster of an album.

For a group that has four albums out, their popularity is more limited than anyone. Yet they keep turning them out, largely thanks to Frank Zappa, who has let Beefheart do whatever he wants in the studio (and who even managed to stay out of the control room himself for this record). Beefheart's work gets nothing but the highest acclaim from the critics. This is strongly biased, since the only ones who would even listen to his albums for a review would be his fans. Nevertheless, some of the more respected critics are included among his admirers. As a result of this, you can go into almost any record store and find Beefheart's records even though the sales are almost zero. The radio play is non-existent. You could say it is a new direction in rock, but that sounds wishy-washy. Nevertheless, there is no one else playing this kind of music at all.

The music itself is hard to describe other than my original attempt above. The rhythms are tricky and very complex. Beefheart's lyrics are fascinating. This is more true in *Trout Mask Replica*, the previous album, but this set of words are truly a

delight. The vocals are a little hard to get used to, but don't seriously change the mood the group sets up. If the guitar, bass, marimbas and the drums seem all being played just randomly, listen again. The arrangements are extremely tight — they have to be. The whole sound might be called "anti-music," for it is built in a way contrary to the usual structures which most artists use (and most listeners can appreciate). *Lick My Decals Off Baby* is another fine album in this respect. Captain Beefheart and the Magic Band are now making rare live appearances. Perhaps they could be persuaded to come to Boston. They must be unbelievable in concert if they can reproduce their recorded sounds accurately.

—Jay Pollack

## British blues

*British Blues Archives, Vol. I* (RCA)

The best blues on record today is, indisputably, being produced by the old delta blues men, the Robert Johnson — Willie Dixon proponents. And then, of course, there are the more modern artists, both white and black, who've learned their trade from old recordings, tapes, and father-son handdowns; people like John and Shuggie Otis, the Winter Brothers, and, last but certainly not least, a relatively unpublicized group of English artists, whose work is only recently becoming available. RCA is doing all blues fans a favor in releasing their "Archive" series, which contains an interesting anthology of English blues artists.

Volume I, released recently, contains tracks by a variety of bluesmen, ranging from T. McPhee to John Mayall backed up by Eric Clapton, to Eric Clapton backed up by Jimmy Page. The Mayall cuts are from

his "Bluesbreakers" group, who put out some of the finest English blues available, but the Clapton material was heretofore unavailable. Clapton is well represented on the album, with a total of five selections. There are also several interesting Jo-Ann Kelly songs, "I Feel So Good," and "Ain't Seen No Whiskey." Kelly has been completely unknown in this country, and the recognition given her is certainly deserved.

There is an inherent paradox on this album: American blues artists (notably Clapton and Mayall) brought the blues medium to the attention of the American public; there is some irony in the fact that the subsequent rise in popularity of the delta bluesmen has forced the best English artists into the background, necessitating the release of an album such as this. Blues is one of the few arts of purely American origin, but the English have done a remarkable job of adapting the music to their own styles. This album is definitely a worthwhile addition to anyone's blues collection, and, perhaps, would be even more useful as an introduction to the blues scene.

—Gayle Johnson

## Buddy and Jrs.

*Buddy and the Juniors (Blue Thumb)*

No, this is not a reincarnation of a fifties rock group with a new leader replacing Danny. It is, instead, one of the more interesting of the Blues James to appear over the last several years. Buddy is Buddy Guy — the Juniors are named Wells and Mance. Anyone not familiar with these blues greats may stop reading here.

*Buddy and the Juniors* is nowhere as pretentious as *Fathers and Sons* — Chess' blues extravaganza. It is, in fact subdued

beyond belief. There are no bass or drums — indeed no electricity. All that is here is Buddy Guy on ACOUSTIC guitar and vocals, Junior Wells on harmonica and vocals, and Junior Mance on piano. The first side consists of three blues jams between Guy and Wells; all are loose and free, adequately showing the virtuosity of their creators. Side two is given over to four blues "classics" including Willie Dixon's "Hoochie Coochie Man" and "Big Boy" Crutcher's "Rock Me Mama." These four show an amazing amount of intensity and togetherness while at the same time retaining the loose feel inherent in true blues. In other words, they show the genius of the musicians.

Blue Thumb has once again provided a unique recording. Albums such as this have limited appeal. But, if what is desired is good blues as opposed to loud blues, this might not be a bad place to start.

—Jeff Gale

*Carp (Epic)*

This is nothing but a load of Carp.

*Bad Girl Songs* — Tony Kosinec (Columbia)

That's what they are, all right!

*Sly and the Family Stone's Greatest Hits (Epic)*

Sly Stone and his group have achieved high fees and stardom through their visual presentation at concerts (when they take the time to show up). They have achieved additional success through the sales of singles. The problem with this album is that the later factor is here in abundance while the former is totally absent.

Most of Sly's singles have been notable for the fact that they are so polished that they have almost no place in the concert. This is amply evidenced on the album by "Hot Fun In The Summertime" and "Everyday People." On the other hand, the two singles which bring the most concert response, "Dance To The Music" and "I Want to Take You Higher" are here in their short "... four minutes between commercials" top-forty form. In other words, the excitement of a Sly concert — the aspect of the music which has contributed most to the group's popularity — is missing from this record.

Epic should have taken a cue from A&M and Joe Cocker and released the same songs in a concert album. This might have made the release worth something.

—Jeff Gale

# 1950 report asked reform

(Continued from page 1)

them did not allow enough time for reflection and social pursuits. To alleviate this, and improve the quality of education they recommended that "subjects of instruction could be improved by reduction in coverage and increased emphasis upon basic principles," as well as an "early introduction of professional methods, and increased emphasis of the student's initiative and judgment." They further suggested "innovations such as comprehensive examinations" given after several years of study and "rescheduling of instruction so that fewer subjects are studied at one time but more hours per week are devoted to each subject." The report also emphasized the importance of effective teaching.

## CEP

Concluding that the responsibility for undergraduate education was diffused too much throughout the Institute, the Commission recommended "the establishment of a Committee on Undergraduate Policy, having broad authority." This committee would have general responsibility for interpreting and enforcing the directives of the fac-

ulty regarding educational policy and also for considering changes in policy. The hope of the Commission was that this committee would be able to interpret faculty decisions in such a way that many decisions could be handled routinely rather than by petition to a faculty committee. The Committee on Educational Policy as presently constituted now fulfills these functions.

## School structure

The Commission recommended that the Institute be organized into four schools: Engineering, Science, Architecture and Planning, and Humanities and Social Sciences, which they suggested be formed to upgrade the status of non-technical studies at the Institute. It was through these four fields that they believed "education and research at MIT" should proceed.

The Schools were not meant to be mere administrative conveniences, but rather to serve as foci for the development of the educational programs of the departments within it. In this way, MIT would not be a cluster of some twenty professional programs but instead an Institute where education proceeded

along four broad avenues. Towards this end, the Commission recommended that each school have an "academic council" appointed by its dean "to consider with him the common objectives and problems of his school."

In advocating the establishment of a School of Humanities and Social Sciences, they charge it with responsibility for: "a) creative professional activity, b) provision of a program of general education for the whole Institute, and c) advanced education leading to higher degrees."

## Sponsored research

Emphasizing that the "faculty has primary responsibility for sponsored research policy as an integral part of its broader responsibilities for educational policies and practices," the Com-

mission notes that sponsored research is the aggregate result of the activities of individual faculty members. The Commission asserts the importance of making the "most productive use possible of Institute time and facilities." The report lists three contributions of sponsored research: "bringing graduate students into closer contact with real engineering problems, providing special facilities that contribute to the advance of engineering knowledge, and supporting fundamental scientific investigations that would otherwise be too costly to undertake."

## 'War weapons'

However, the Lewis Commission also warned against several dangers encountered in undertaking a large sponsored research program. There is, they note, "a very real danger of too great diversion of technical talent into

administrative activities." The undertaking of applied engineering projects, they warn, may "divert attention from fundamental scientific inquiry," and "lead to competition with industry." Further, they comment that "sponsored research has placed a large proportion of the Institute's financing on a short-term basis." Seeing "undesirable implications" in the secrecy provisions of some projects, they also note that "the Institute runs a risk of becoming in the mind of the public an organization whose primary mission is the development of war weapons."

MIT students from Pakistan are collecting money to aid victims of that nation's cyclone. Please give all you can to the Relief Fund so that the more than 1,000,000 homeless Pakistani can survive until more extensive aid reaches them.

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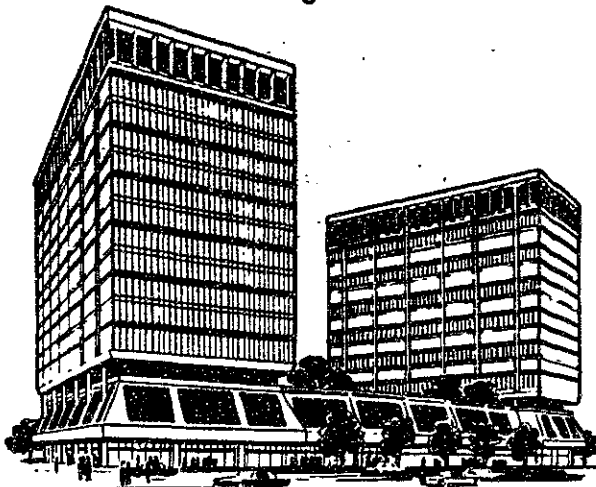
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# The Commission Report

(Continued from page 4)

would profit far more from time spent in the library or with their colleagues than from hours spent investigating some minute phenomenon in their lab. Certainly, though, the Commission could have helped the discussion by presenting their own arguments.

• *Too much shallow analysis.* As noted earlier, the Commission discussed quite success-

fully the broad issues of technology and education. On more specific details, however, their analyses were hardly so powerful.

The report's discussion of "the excellent and the unique in undergraduate education" suggests itself as a case in point: "Excellence in education arises out of a personal, but structured, challenge which the stu-

dent cannot ignore. Merely to multiply options in a totally impersonal environment is to work in the wrong direction." The Commission sees this as the justification for maintaining some sort of required format.

**Better advising**

The rather obvious alternative is a multiplicity of options in a personal environment. If MIT hired faculty committed to working with students; if these faculty were sufficiently qualified and capable of helping students plan a personal, intellectually stimulating educational program, there might be little need for structured challenges.

**Balance**

A balanced presentation.

How should the community pass judgment on the report? It would be inappropriate for students to term it irrelevant: although ignoring many surface aspects of undergraduate life, the report's analysis of education, should the faculty concur, could mark the inauguration of a much more realistic educational philosophy. Faculty, on the other hand, will be more likely to recognize the import of the Commission's stand on scientific responsibility and the hazards of narrow professionalism.

Perhaps the most appropriate verdict would be that the report is well worth reading and considering. If it can't serve as a useful guide for reform, it may provide a valuable conscience for future scientists.

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# The Tech

## Sports

### Tech crews take first in Charles regatta

The Head of the Charles Regatta took place on October 25, but as happens with races of this type, the official results confirmed by phototimer have only recently become available. This year, MIT won the coveted Paul Revere Trophy for overall team score by besting the other teams from 49 colleges, clubs and schools.

#### Team effort

The only individual winner was John Sheetz '74, who won the Junior Varsity singles; however, strong performances by the Lightweight Varsity, Lightweight Varsity four, Heavyweight Varsity four, and the Senior eight manned by grad students, helped to amass the total points for victory.

The lightweight varsity was stroked by its captain, John Marlarky '71, to a strong 3rd place finish behind Harvard and Princeton. Seven crews finished behind the Engineers. This past Saturday, the lightweight crew took on Yale in a short scrimmage and looked good while beating the Yalies. This spring season promises to be a good one for the varsity lights.

The lightweight four also finished 3rd and defeated such Big Powers as Yale, Dartmouth, Boston University, one of two Harvard shells, and three other crews. Awarded 3rd place medals were Russ Walker '72, Tim Bradley '71, Bill Rastetter '71, Rick Billings '72 and Steve Chessin '72.

In very stiff competition, the heavyweight four squad finished 13 out of 20 crews. With three sophomores and one junior rowing and a superb steering job

by Junior coxswain Dave Burns, this was a commendable effort. According to coach Pete Holland, Burns stacks up as one of the best coxswains in the country.

Other crews contributing to the team victory were the second varsity light eights which finished 14th in the Junior 8 while placing ahead of 18 crews, several lightweight and heavyweight freshman eights, a double scull composed of sophomore John Sippitt and grad student George Allen, and the senior eight composed entirely of graduate students with former MIT coach Tom Sy at stroke. They finished 4th out of 15.

Revere Trophy points ranged from MIT's leading 304.2, to second place Cambridge Boat Club's 281.9, to Harvard's third place 250.4, to the U.S. Army in 49th place with 1.1 points.

### JV pistol beats Coast Guard, stays unbeaten

By Jack Cater

In its first intercollegiate match on Saturday, November 14, the MIT Junior Varsity pistol team dealt the U.S. Coast Guard Academy of New London, Connecticut, a 1046-1030 defeat.

In intercollegiate pistol competition, each contestant fires ninety rounds. The last thirty rounds, composing the "gallery match round," are counted for score. The maximum individual score possible is 300, which would require a perfect 10 on each of the thirty shots.

Following the recommendation of the undergraduate MIT Athletic Association and the Athletic Board, the Department of Athletics has announced that Water Polo and Women's Sailing have been advanced to varsity status. The MIT Athletic program now includes intercollegiate competition in twenty-two sports at the varsity level.

In making the announcement, Professor Ross H. Smith, Director of Athletics, stated that both moves were retroactive to the past fall season.

Water Polo has been played as a club sport at MIT for many years during the spring season, following the completion of the swimming team schedule. To conform with national scheduling practices, it was switched to a fall sport in 1969 and will

There will be a meeting of the Undergraduate Assembly nominations committee Tuesday, November 24, at 7:30 pm in W20-400. Interviews will be held for the following committees: Activities Development Board; Committee on Evaluation of Freshman Performance; CEP task force on an experimental division; GSC representatives; CEP task force on the IAP; MIT-Wellesley Exchange Committee; Advisory Committee on Selective Service; Committee on Student-taught Courses.

continue as such. Hopefully, water polo will serve as a conditioner for the varsity swimmers, many of whom double on both squads.

The sailing team is the first of the women's athletic squads to be raised to varsity status. Regularly a leading contender in the racing program of the New Eng-

land Women's Intercollegiate Sailing Association, the MIT girls were New England champions in 1966-1968.

Third in the New England last year, the sailors, coached by Stu Nelson and led by Kathy Jones '71, went on to finish second in the Women's National Collegiate Championships.

### BENCHWARMER

Finally, after years and years of frustration and disappointment, hockey coach Ben Martin has been gifted with a team that has the potential to be MIT's best in recent years. It will be interesting to see what he can do with it.

There will be a dramatic change from last year's 4-13 season. There are two big reasons for this optimism: primarily, there are ten returning varsity lettermen (on a 16-man squad) and, to add to this strong nucleus, the graduates of last year's freshman team are now pushing for varsity jobs.

In all probability, Co-captain Bill Barber '71 will once again lead MIT scorers; Barber has held the scoring title since joining the varsity two years ago. His line remains intact; Bill Stensrud '71 and Mark Weinberg '71 will both be returning as Barber's wingers. This particular combination resulted in most of MIT's goal production last year, and, with the rest of the team taking up much of the load, they promise to do even better. Stensrud's wicked slap shot is well complemented by the tough checking of Weinberg and Barber.

The single biggest problem last year was a lack of depth: at times, it was extremely difficult to put two good lines together, let alone three. This year, the influx of personnel has resulted in competition for spots on the second line; at this point, it appears possible that three fairly solid units can be established. Co-captain Andy Jarrell '71 will center the line, but after that everything else is conjecture; however, it does seem likely that sophomore Tom Lydon '73 will be centering the third line.

The defensive unit has also been shored up somewhat. The two returnees, Gary Gibian '71 and John Miller '72, will be aided by Mike Mathers '71, a transfer student from the Air Force Academy, and sophomore defenseman Bob Hunter and Tom Karlinsky. This too is an interesting situation, as Coach Martin must find the two best combinations among the five candidates. Tech is also in the enviable position of having three good goalies in Ken Lord '71, Jerry Horton '72, and sophomore Mike Schulman. Lord was last year's captain while Horton and Schulman were both standouts in their freshman years.

It is physically impossible for a skater to play sixty minutes of all-out hockey; consequently, to be at all competitive, a team must have at least thirteen good players. Last year's varsity hit a low, at one point, of nine members, and never had more than twelve. Perhaps the biggest change in the current squad has been the addition of the nucleus of last year's freshman team. Five sophomores stand to help out the varsity substantially, and promise to provide a solid base in future years. Sophomore Tom Lydon possesses the best shot on the varsity and can play both center and defense very capably. The addition of Bob Hunter to the defensive corps has also made more variation available to the structure now being established by Coach Martin.

This team definitely has potential; without marked changes in admission policy, it is unlikely that the Institute will produce much better in the next few years.

### Letters to The Tech

To the Editor,

Mr. Bob Dresser has once again confused the facts of reality as only he is capable. In last Friday's issue of *The Tech*, Mr. Dresser pointed out the interesting score of 71-2.

While in actuality such a score did occur, the vanquished in that event was Conner 3G, and not "MacGregor 'C'" as previously reported. As a matter of fact, "MacGregor 'C'" is currently sporting a 3-0 record, including a victory over PLP by a 37-25 margin.

The reason for the quotes about MacGregor C is that the

team playing the schedule under that name resides in MacGregor B. Initially, MacGregor House entered a house team to play in the B league, and C league teams for the A, B, F, H, and J entries. This apparently was too confusing to be handled as a scheduling matter, so the teams were arbitrarily assigned names from MacGregor A through F.

It is hoped that Mr. Dresser checks his statistics more closely in his future columns.

Steve Allen

Larry Marder

MacGregor B Athletic Chairmen

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Tuesday, November 24, 1970



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